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ABSTRACT

Developed at Lansing Community College (LCC) through a charrette process, this strategic master plan provides specific directions for action, while retaining room for human judgment in moving toward the college's goals. The seven sections of the plan focus on strategic planning goals, including charrette recommendations, rationales, and strategies within each priority level for action. The planning goals relate to: (1) strengthening instruction with respect to basic skills assessment, cross-curricular competencies, common core of courses, duplication of courses, the Academic Affairs Office, exit competencies, and instructional design, technology, and support; (2) strengthening student services in the areas of computer-based student services, counseling, equal access to services, student support services, child and dependent care, student minority affairs, handicapped and tutorial services, health care activities, and student activities; (3) strengthening the college's financial base, with respect to allocation, resource development, and affordability, tuition, and fees; (4) strengthening facilities by adding facilities and improving facility utilization, parking, and student commons and lounges; (5) strengthening human resources and relations, focusing on full-/part-time employee ratios, human resource development, affirmative action, expanded employee recognition effort, personnel evaluation, and quality of worklife and equity for part-time personnel; (6) strengthening community ties with respect to distance learning; fee for service, education, and training; incentives for community and client services; and linkages and networks; and (7) strengthening leadership initiatives, focusing on commitment to diversity, institutional research, internal communication, the academic calendar, environmental concerns, and international activities. A glossary and a summary of the recommendations of strategic planning task forces are included. (JMC)

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LANSING COMMUNITY COLLEGE

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CHARRETTE

Charrette (shăr-ret') is from the French noun meaning cart. Used in architecture, *en charrette* (by cart), designates an intensive critique and planning session.

At the École des Beaux-Arts in Paris, student architects collected their project materials for final jurying by the faculty, seated themselves on a *charrette* and were pulled by other would-be architects to their examination. Along the way in a kind of intensive planning process, the group would join their talents and background to critique and redesign the preliminary architectural plan or solution, despite the short time available.

Thus, the charrette process came to be an assembly of professional architects and students, who would jointly analyze a major design problem, would develop a number of solutions to the problem, critique these, and select the best. The charrette brought a number of architectural talents, interests, biases, and resources to bear at one time on an important problem. This intensive group planning process has been adapted to educational and community planning by Tadlock Associates Inc. (TAI) and used with marked success.

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July, 1990

Effective planning is a prerequisite for the orderly improvement and growth of any organization. Lansing Community College's commitment to the continual improvement of its educational quality requires that its planning processes be inclusive of the views of the community, as well as the professional educators who make daily decisions affecting the institution.

This *Strategic Master Planning Document* is the product of many hours of teamwork contributed by faculty, staff, Board of Trustee members and community volunteers. The results are 39 goal statements which will help guide the College as it moves into the next three to five years of its continuing march toward excellence.

My thanks and appreciation to all who contributed to the success of this important project.

Abel B. Sykes, Jr.
President

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Appreciation is due to all who participated in the strategic planning process. It is because of the teamwork of so many people that this Master Planning Document is being submitted to the Board of Trustees for consideration at its July 1990, meeting. Special appreciation is due to Jean Morciglio, who chaired the Publishing Committee. Her tireless commitment, along with that of Linda Colby, who attended all meetings and typed several versions of this manuscript, are clearly above and beyond the call of duty. Other members of the Publishing Committee are Denise Dutter, Thomas Franke, Allan Maar, Sarah Stoppel, and Ellen Sullivan. Marsha Leister provided design and printing guidance, and Cynthia Droste prepared the manuscript for publication through use of a desktop publishing software system.

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MASTER PLAN WORK TEAM

Members of the ad hoc Master Plan Work Team, working closely with Vice President Dale M. Herder, prepared a draft master plan document for review by President Sykes and the Strategic Planning Task Force Steering Committee. In addition to Vice President Herder, the Master Plan Work Team included Thomas Franke, Chairperson, Academic Enrichment Services Department; Linda Colby, Secretary, Media Department; Denise Dutter, Office Coordinator, Center for Aging Education; Joan Hartwig, Counselor and Professor, Admissions Office; Jean Morciglio, Interim Director, Continuing Education; William Motz, Associate Professor, Management Systems; and Allan Saaf, Chairperson, Science Department.

This Work Team was supplemented by a group of writers who had worked on the original *Homework Package* task force reports. These individuals wrote the text of this *Strategic Master Planning Document* and participated in several meetings during which the draft language was discussed, revised, and agreed upon. The writers are Kay Barks, Frank Benedict, Christopher Bennett, Denise Dutter, Thomas Franke, Mary Garrett, John Hanley, Joan Hartwig, William Heater, Ruby Ivens, Arthur Kirk, Irene Lietz, Allan Maar, Madeline Masterson, Jean Morciglio, William Motz, Donna Owens, Debra Ragland, Rhoda Ritter, Allan Saaf, Sarah Stoppel, Gary VanKempen, and Louise Wirbel. During these meetings the draft language was compared with the *Homework Package* and the final Charrette report transcript to verify accuracy of wording and intent.

GENERAL COLLEGE INFORMATION

Lansing Community College was established in 1957 and is now the eighth largest single-campus college or university in student enrollment in the State of Michigan. Fall Term, 1989, enrollment was 21,716, and during the 1988-89 academic year, 47,626 individuals were served. The College is governed by a seven-member Board of Trustees elected at large from its tax district. The Fall Term, 1989, enrollment included 67.19% resident, 31.32% non-resident, 0.44% out-of-state, and 1.04% international students.

Lansing Community College offers more than 3,200 different courses in curricula and programs preparing students for more than 300 career and occupational fields, as well as the first two years of liberal arts education. There are six academic divisions: Arts and Sciences, Business, Business and Industry Institute, Student Personnel Services, Technology and Applied Sciences, and TeleCommunication and the Arts.

In addition to its main campus, Lansing Community College offers an Aviation curriculum at the Capital City Airport and a Truck Driver Training curriculum at Fort Custer in Battle Creek. The College also has 29 extension centers located in Mid-Michigan communities within the Lansing Community College service area, serving over 5,000 students. Sakaide and Otsu, Japan, serve as overseas learning sites for Lansing Community College students, and the College has sister-college relationships in several countries around the world such as Taiwan, Korea, Belize, Mexico, and Brazil.

GUIDE FOR READING AND USING THIS DOCUMENT

This *Strategic Master Planning Document* is both a product of planning and a set of directions for a continuing planning process. It provides clear and basic directions for action. It also provides specific guidance, while retaining room for human judgment in moving ahead, to achieve as many of the goals as resources and environment allow. This planning document is published as a statement of intended action, with the recognition that movement from intent to implementation requires reasonable balance and compromise. It is with high expectations yet a spirit of balance and compromise that the Board of Trustees, the faculty, the administrators, and the staff of Lansing Community College commit to the essence of these goals of excellence.

Great effort has been made to ensure that the planning document is owned and will be implemented by as many people as possible. More than 300 College employees and nearly 100 community members participated in the strategic planning process and preparation of the planning document; the review and comment process during the past nine months has been thorough and inclusive of all points of view. This is truly a document of all constituent groups—the Board, faculty, staff, administration, and the community. The success of its implementation will depend on all of us. We have created and committed to these goals so that our College and community can move rationally into a planned future that we have collaborated to create.

The planning document is organized around action categories based on the College's system of decision making—instruction, students, community, finance, facilities, human resources, and administration. Our writers have placed instruction and students as the first two categories, indicating our commitment to these as the College's primary reasons for being.

The Goals, Charrette Recommendations, and Rationales/Strategies in this document are listed alphabetically within each priority level for action. They are ranked in first level, second level, and third level priority according to the following criteria: frequency that the topic was recommended by the original ten strategic planning task forces; priority assigned by the ten work groups at the Charrette on April 7, 1990; and review, discussion and evaluation by the Master Plan Work Team of frequency and priority of recommendations made by all Charrette work groups, as well as common sense need for immediate action. The Table of Contents identifies the priority of goals within each action category, and priority levels are repeated in the text with each goal.

Readers will note reference numbers at the end of each rationale section; these numbers cross-reference the original recommendations from which the goal was synthesized. A summary of the original recommendations from the *Homework Package* is included at the end of this planning document for ease of reference. Readers who seek more complete information may use the cross-referencing system to consult the original *Homework Package* and its Appendixes. The *Homework Package* and Appendixes are available in the Lansing Community College libraries. Implementation teams will be aided in their work by this cross-referencing system as they carry out their assignments after the Board of Trustees has taken action on this document and the College moves to implement the goals.

A Glossary is included in the document to aid readers in understanding terms that may be education-specific or context-specific. Terms such as "critical thinking" and "basic skills assessment" have meanings in the community college context that may vary from general usage. The Glossary attempts to bridge those gaps.

In summary, readers are alerted that this document can best be understood in reference to the planning process and documents that have gone before it, and the actions that will follow it. It is a critical part of an ongoing planning and action process to improve educational excellence at Lansing Community College.

1. STRENGTHENING INSTRUCTION

Introduction

LCC can boast of an extremely dedicated and highly qualified professional staff, which cares deeply about students. LCC has become a nationally respected community college, with innovative educational programs of recognized high quality. If the College is to maintain its commitment to excellence and the highest quality of instruction, it must strengthen its instructional leadership efforts.

Priority Level One:

1.1 Basic Skills Assessment
1.2 Cross-Curricular Competencies

Priority Level Two:

1.3 Common Core of Courses
1.4 Duplication of Courses

Priority Level Three:

1.5 Academic Affairs Office
1.6 Exit Competencies
1.7 Instructional Design, Technology, and Support

1.1 Basic Skills Assessment

Priority Level One

Goal

Implement a more comprehensive and effective assessment and advising system for students.

Charrette Recommendation

Implement a comprehensive assessment and advising program as indicated in the seven recommendations of the Report of the Basic Skills Assessment Committee. Expand prescriptive placement of students. Assess critical thinking, problem-solving, interpersonal communication, and technological skills early in each student's program of study.

Rationale/ Strategy

Many students lack adequate basic skills to perform successfully in school and on the job. Implementation of an effective assessment and advising system can contribute to retention and success. This is especially important at an open-door institution serving "high risk" students.

The Student Testing, Advising and Registration Time (START) program for newly enrolled students adequately assesses and advises those students who choose to participate in it. Skills assessment is also available to ensure appropriate placement into reading, writing, mathematics, and science courses. However, in other enrollment situations, assessment and advising are incomplete at best; many students are never assessed or advised. There is no coordinated college-wide skills assessment policy. Students who are appropriately placed have a higher probability of remaining in college and meeting their educational goals.

The demand for unskilled blue-collar labor continues to decline. Today's workplace requires not only basic skills of reading, writing, and math, but also critical thinking, problem-solving, interpersonal communication and technological skills. There is presently no critical thinking and employability assessment program. Assessment of employability skills will identify deficiencies and enable remediation to prepare students to apply classroom knowledge to real world situations.

Students preparing for transfer to a baccalaureate program also need strong basic skills in order to meet their goals in attending college. The current assessment and advisement system must provide adequate assurance that these students will have the best possible chances for success.

Three separate task forces have urged the adoption of the LCC Basic Skills Assessment Committee's recommendations summarized here:

- No student shall be denied admission to LCC because of level of basic skills. The College shall provide opportunities for students to develop the basic skill levels they need to pursue the education and training of their choice.

- All new and returning students will be assessed and advised of their levels in the basic skills of reading, writing, and mathematics prior to enrolling in LCC courses that require such skills.

- Basic skills assessment may consist of placement tests administered by the College and/or evaluation of the student's prior education, and/or other means as determined by the College.

- Basic skill level prerequisites will be established for courses requiring such skills in all curricula.

- Course basic skill level prerequisites shall be published and enforced in the same manner as other prerequisites.

- Basic skills assessment and advising shall be extended to the learning centers in the same manner as offered on campus.

- The selection of specific test instruments for use in Program of Assessment and Advising for Student Success (PAASS) will be deferred until after the College's (PAASS) Coordinating Committee has been established. That committee, working with the PAASS Director and appropriate faculty and administrative specialists in the basic skills areas, will recommend specific instruments.

Cross-reference to Appendix item numbers: 2, 5, 46, 49, 50

1.2 Cross-Curricular Competencies

Priority Level One

Goal

Improve student competency in behavioral, technological, and thinking skills.

Charrette Recommendation

Assure that students have skills necessary for employment and transfer by expanding behavioral, technological, and academic competencies. Implement critical thinking and writing across the curriculum and expand the professional development program to ensure that faculty receive the experience and expertise for teaching such employability and transfer skills.

Rationale/ Strategy

The growing demand for high-technology skills in both manufacturing and service jobs has great implications for many community college curricula. Everywhere, the technology turnover rate is increasing. Computer applications will continue to increase in importance. Ecological monitoring will increase. More and more, jobs will require employees to interact with a team, to communicate effectively, to solve problems, to assume responsibility, and to read plans and manuals. At the same time, cross-curricular competencies are essential for students in curricula that lead toward a baccalaureate degree. Universities and employers are increasingly expecting technologically sophisticated and interdisciplinary perspectives.

Meanwhile, changing demographic and economic patterns will influence the characteristics of the students at LCC who will continue to become more diverse in age and in socioeconomic status. Increasingly they will be inadequately prepared and will have limited resources. As much as possible, students will need to acquire essential competencies within the curricula they are pursuing.

Each instructor must remain abreast of developments in other curricula that are relevant to his or her discipline. Social and technological changes are rendering obsolete many of the distinctions between the various curricula. LCC instructors have much to offer one another; mobilizing this expertise will facilitate cross-curricular competencies in students.

Cross-reference to Appendix item numbers: 2, 5, 46, 50

1.3 Common Core of Courses

Priority Level Two

Goal Implement a general education core.

Charrette Recommendation

Require a common core of general education courses which incorporate concepts of cultural diversity for all students seeking a certificate or degree. Establish a college-wide committee representing all divisions to develop such a general education core.

Rationale/ Strategy

At present, LCC cannot assure the community that its graduates possess a common set of basic skills, or that they have all been exposed to a curriculum which includes common educational experiences.

All LCC graduates should possess basic literacy skills in reading, writing, mathematics, technology, and the sciences. In order to function effectively in a democratic society, students should possess shared understanding of our common cultural heritage. Students should also develop greater sensitivity to America's diversity, including matters of culture, race, sex, and socioeconomic status.

These needs should be addressed by establishing a required core of general education courses for all students seeking a degree or certificate. These courses should acquaint our students with written argument, the nature of mathematical and scientific thinking, and various widely held cultural and social traditions. In an increasingly complex world, it is essential to expose students to a common set of courses which will help them to function more successfully both in their professional and personal lives.

Cross-reference to Appendix item number: 6

1.4 Duplication of Courses

Priority Level Two

Goal Eliminate duplication of courses.

Charrette Recommendation

Appoint a college-wide committee to examine the issue of course duplication both within and among divisions.

Rationale/ Strategy

There exists a perception that some courses at the College offer a duplication of content. Such duplication would result in the improper utilization of College resources and would be contrary to our pursuit of academic excellence and to the established standards of accountability to the community.

This committee would examine the distinction between outright duplication of course offerings and courses which may simply appear to be a duplication of services. If actual duplication is found, this committee would recommend changes.

Regular review of new course proposals and/or course revisions are needed to guard against possible duplication.

All of these efforts would be directed at unifying the College and bringing about a more efficient use of resources.

Cross-reference to Appendix item numbers: 10, 27, 36, 65, 66, 67

1.5 Academic Affairs Office

Priority Level Three

Goal

Strengthen college-wide academic communication; provide better coordination and integration of academic programs.

Charrette Recommendation

Create an Academic Affairs Office. This office would oversee academic and vocational education and ensure communication throughout the College on academic issues. The office would review divisional structure and course offerings by means of a standing college-wide advisory committee.

Rationale/ Strategy

An institution of this size should have an Academic Affairs Office that provides high-quality academic direction. The size and diversity of the College demand central coordination to reduce duplication of effort and unnecessary competition. There should be college-wide standards of need, quality, and excellence; proposals for new programs or major revisions in existing programs should be measured against those standards before implementation.

Academic planning should consistently encourage communication and participation; faculty and administrators must have the opportunity to participate in making decisions that affect them.

Cross-reference to Appendix item numbers: 10, 36

1.6 Exit Competencies

Priority Level Three

Goal

Establish educationally appropriate graduation standards based on demonstrated student competencies.

Charrette Recommendation

Assure that students develop skills necessary for their personal, educational, and professional success by establishing minimum graduation standards in basic academic skills, analytical thinking, behavioral skills, and technological skills. Also examine the issue of exit skills assessment, for example, as it relates to the Governor's quality assurance request to community colleges in Michigan. Publicize the College's quality assurance statement.

Rationale/ Strategy

There is currently no uniform standard of educational exit competencies for graduates or certificate holders. The College should assure that its graduates have acquired minimum basic competencies, and possess analytical thinking skills to use those competencies effectively. While it is important to retain the traditional open enrollment policy, it is also essential to assure that graduates can perform adequately in the workplace or after transfer. LCC should identify what students are expected to know or be able to do to, inform students of those expectations, and be accountable for certifying to the community that graduates have met these standards.

Cross-reference to Appendix item numbers: 2, 5, 6, 58

1.7 Instructional Design, Technology, and Support

Priority Level Three

Goal

Incorporate new instructional technologies and provide instructional support, wherever appropriate, to improve teaching and learning.

Charrette Recommendation

Support the instructional programs at the College by providing adequate supervision, peer support, and teaching support services to all on- and off-campus faculty. Support and modernize instruction at the College by integrating new instructional technologies into the curriculum where appropriate; establishing a college-wide committee to disseminate information about emerging instructional technologies; and providing technical support teams for faculty members developing instruction using non-traditional instructional technologies.

Rationale/ Strategy

Faculty have a major role in curriculum development. Yet teachers frequently design and deliver instruction with minimal supervision and little peer support. The lack of support services at off-campus locations is particularly problematic for, but not exclusive to, part-time faculty primarily staffing those sites. Providing peer and institutional support services for faculty would improve the design and delivery of our instructional programs.

Many students whose employment schedules, distance from campus, or family responsibilities inhibit their ability to attend school in the traditional way are served very effectively by educational options such as telecourses and computer-assisted instruction. For the typical LCC student who has a job and family, the convenience afforded by non-traditional teaching technologies is more of a necessity than a luxury.

There is no central source of information for faculty to access specific applications of instructional technology, and there is no "in-house" expert assigned to explain or discuss such applications.

This could be accomplished by asking faculty members who have utilized instructional technology in developing their non-traditional teaching methods to present written and oral reports on their activities. The Professional Development Program could sponsor workshops at which inside and outside instructional technology experts could share their insights.

Cross-reference to Appendix item numbers: 9, 12, 56, 71

2. STRENGTHENING STUDENT SERVICES

Introduction

The responsibility for student services and activities encompasses the entire college and is not limited to one division. Student service-related recommendations represent the concerns of seven out of the ten individual Task Force (#1, 2, 3, 6, 7, 8, and 10) reports.

Priority Level One:

2.1 Computer-Based Student Services
2.2 Counseling
2.3 Equal Access to Services
2.4 Student Support Services

Priority Level Two:

2.5 Childcare and Dependent Care
2.6 Office of Student Minority Affairs

Priority Level Three:

2.7 Handicapper and Tutorial Services
2.8 Health Care Activities
2.9 Student Activities

2.1 Computer-Based Student Services

Priority Level One

Goal

Provide a highly integrated computer-assisted counseling support system to improve delivery of services to students.

Charrette Recommendation

Dedicate funds to provide a highly integrated computer-assisted counseling support system. This system should improve matriculation and enrollment management activities; monitor student performance and course selection; and give counselors and other staff appropriate student information including transfer data, records of past student advisement, previously identified student goals, basic skill assessment levels, specific placement tests, and/or career guidance assessments administered to the students.*

Rationale/ Strategy

An information system is needed to collect, manage, and evaluate data requisite to the counseling, assessment, monitoring and evaluation of student progress. Such a system would provide evaluation of both student and institutional progress. Information must be more readily available to counselors, advisors, and basic skills program staff to accomplish this function. This information is needed to enable the College to better manage and revise its educational and training programs and help guarantee student success. The College currently offers courses related to over 300 career areas. Courses and training units are offered at over 200 locations, including business and industrial sites. Due to the size and complexity of LCC, such a computer-based system for records management and access is the only practical and cost-effective means to achieve the desired goals.

Computer systems that create access to off-campus sites, and provide direct communication with on-campus college personnel would effectively provide matriculation services to evening, at risk, and off-campus students. Implementing this technology could reduce personnel costs by allowing the College to provide advisors and counselors only in those areas where personal and qualified interaction is needed with the students.

The system should be available both on-campus and off-campus so that the College can serve all students more effectively. New technologies such as interactive video, voice synthesis, computer simulations, touch-screen programs, and distance learning technologies should support this overall goal.

• Matriculation is a process which brings a College and a student into an agreement for the purpose of realizing the student's educational objectives. The process includes, but is not limited to, recruitment, orientation, skills assessment, and advising and tracking activities.

Cross-reference to Appendix item numbers: 51, 53, 55, 56, 68, 69

2.2 Counseling

Priority Level One

Goal

Improve the ratio of counselors to students in order to better meet student needs.

Charrette Recommendation

Study the ratio of students to counselors, evaluating the need for the employment of a sufficient number of professional counselors and advisors to adequately meet student needs: basic skills assessment and placement, initial curriculum advising, and advising at specified points in each student's academic career. Enhance the counseling service by strengthening the peer advising system and other student support services.

Rationale/ Strategy

Demands are great for general counseling. LCC's large and diverse student body seeks assistance from counselors in order to deal with personal problems, academics, transfer assistance, career planning and other matters. Effectiveness of the program is curtailed by several problems: long waiting periods for appointments; rushed services due to the high number of student demands during drop-in times; time conflicts in meeting counseling and other demands; space limitations; inadequate staffing during rush periods; and stress on individual staff members in meeting delivery of services. A lack of full-time counseling faculty assigned to the task in combination with funding limitations place additional strain on the counseling program.

Cross-reference to Appendix item numbers: 3, 5, 14, 20, 49, 51, 53, 55, 56, 68, 69

2.3 Equal Access to Services

Priority Level One

Goal

Expand accessibility to information and services for all students.

Charrette Recommendation

Expand accessibility to College information and services so all students are offered a positive learning experience that enhances the successful attainment of their educational goals.

Rationale/ Strategy

Mechanisms to access college information and services need to be enhanced so equal access is provided to all students (e.g. special populations, handicapped, elderly, evening, on/off-campus).

Students can do much to effect their success if they are knowledgeable consumers of education. There is a need for an LCC telephone information system which would provide messages capable of responding to the most commonly asked college-related questions. An informational center accessible by telephone should be a provided service. Computer systems, and new technologies such as interactive video, voice synthesizers, computer simulations, touch-screen programs, and distance learning technology are other mechanisms that could be effective means of accessing information to all students. In addition, activities need to be planned to increase the awareness and utilization of the Student's Guidebook and other college publications.

To assist students in achieving their educational goals, the College must identify and match the student's abilities and needs with the College's services and programs. If the College orients students to available services that might help them develop and accomplish their program of study, they will be more likely to use these services and be more successful, improving both the quality and the accountability of college services.

More flexibility in the length and time orientation programs are offered will assist the College to reach more students having different needs and subjected to more demands on their life styles. Utilizing orientation sessions to include survival and study skills provides an opportune time to prepare students for their college experience and helps relieve study anxieties.

Cross-reference to Appendix item numbers: 2, 5, 14, 16, 46, 49, 51, 52, 53, 54, 55, 56, 57, 58, 68, 69

2.4 Student Support Services

Priority Level One

Goal

Improve student-centered support services to enhance student recruitment and retention.

Charrette Recommendation

Provide student-centered support services which enhance the recruitment and retention of all students; dedicate funds to provide these services to both on-campus and off-campus students.

Rationale/ Strategy

Matriculation is a process which brings a college and a student into an agreement for the purpose of realizing the student's educational objectives.

The student service functions support the matriculation of all students and help provide opportunities for every student to succeed, whatever the goal. These services should be available to all students, especially minority, handicapped, elderly and other special populations, both on-campus and off-campus.

The many good recruitment, orientation, skills assessment, and advising programs and activities currently in existence at LCC are not equally available to all students. This is primarily due to limited personnel, facilities, and computer systems. If we are to meet LCC's commitment to provide "equal educational opportunity to all in its service area," we must have adequate resources to do so.

The student services and activities which support this process are located primarily in the Student Personnel Services Division at LCC: Admissions, Center for Aging Education, Employment Placement Services, Financial Services, Michigan Occupational Training Program, Registrar, Student Development Services, Student Activities, and Physical Education. However, services and activities are also found in other areas of the College such as Academic Enrichment Services, Mathematics Laboratory, departmental tutoring programs, Continuing Education, etc.

Cross-reference to Appendix item numbers: 3, 51, 52, 53, 55, 68, 69

2.5 Child Care and Dependent Care

Priority Level Two

Goal

Establish child and dependent care services and/or resources for all students.

Charrette Recommendation

Establish a central clearinghouse for child and dependent care services and resources; develop an on-site quality child care center with the aid and expertise of local resources to ensure compliance with local and state regulations. The proposed center could also serve as a child development laboratory for academic programs.

Rationale/ Strategy

A profile of the non-traditional family presents itself as the norm for the 1990s: a single parent unit or one in which both parents are working. LCC's student population aligns readily with this family picture. As a result, the availability of child care services for LCC students is an issue that the College must address.

Provision of child care is a subject that has been studied for some time at LCC. It was, in fact, 1979 when a survey conducted by the LCC Child Care Committee indicated there was "a substantial need for child care among LCC students who are parents." A current informal study, conducted in January 1990 by the Student Services and Activities Task Force, substantiates the immediacy of the problem with overwhelming support for the need for child care by questionnaire respondents. Question 3 of the informal study, "Do you feel reasonably priced child care should be available at LCC for those who need it?" brought a 72 percent response in favor of the idea, 6 percent not in favor, and 22 percent who were undecided.

Since many other Michigan community colleges offer successful child care programs, and it has been established there is a positive relationship between academic success and campus-based child care, it is essential that the College consider on-site child care a subject of immediate concern.

Meeting these needs involves consideration of several important factors: on-site for immediate access; flexible enrollment patterns; availability of long and short-term care; hours of operation compatible with LCC classes; care available to children of all ages, infant through school age; and affordability. State and national attention directed toward the subject of child care has resulted in state legislation subsidizing quality programs with

federal legislation pending. It is imperative that LCC view child care as a priority concern in order to take advantage of monetary support for its implementation.

Likewise, with growing numbers of single-parent and two-career families, more assistance will be needed to care for elderly, and/or handicapped dependents.

Cross-reference to Appendix item numbers: 3, 13

2.6 Student Minority Affairs

Priority Level Two

Goal

Develop an Office of Student Minority Affairs.

Charrette Recommendation

Develop an Office of Student Minority Affairs which might address: attention to the celebration of important events to different ethnic groups; recruitment and retention efforts on behalf of minority students; solicitation of minority applicants for available College positions; and development of a mandatory course on cultural diversity for students working toward certificate and associate degree programs.

Rationale/ Strategy

Minority enrollment comprises approximately 10.7 percent of the student population at LCC, according to fall 1989 enrollment statistics. Though increased efforts have been made in recent years to recruit minority students, improvement is needed. Programs such as Project Stay and Project 60+ work with students in the area of retention and involve some minority students, but there is no area that specifically addresses the larger concern of minority retention.

It is important that every student and employee at the College accept the responsibility to create an environment which is positive and sensitive to all ethnic and racial groups. Learning and work performance can be improved in a fair and open setting. Courses and workshops should be offered that promote the understanding and appreciation of cultural diversity.

In Michigan in 1987, 24 percent of school children were minorities, and the percentages are growing yearly. It is projected that by the year 2000, one out of every three people will be non-white and one-third of all school children will be minorities.

Educational institutions at all levels have a responsibility to assist various populations in obtaining education that will prepare them for competing in increasingly complex and technological work. It is suggested that education's progress toward diversity has "lost momentum" during the last decade and services must be provided to those who have been, and continue to be, under-represented. This must be done to ensure their successes in schools, in work, and in society.
The College has recognized the special needs of handicappers and women by establishing offices which provide programs

oriented to their needs. No such office exists, however, for expanding the awareness of cultural and ethnic diversity issues or for advocacy on behalf of minority student needs. Implementing a program to address these concerns should now be given priority attention by the College.

LCC currently operates the Center for Aging Education, The Women's Resource Center, Handicapper Services, a Limited English Program and others, all of which target specific populations with specific programs and services. Several populations covered by the LCC Affirmative Action Plan are not directly represented in this circle of resources operated within the Student Personnel Services Division. Creating an Office of Minority and Cultural Affairs would help remedy this inequity.

Cross-reference to Appendix item numbers: 19, 44

2.7 Handicapper and Tutorial Services

Priority Level Three

Goal Improve Handicapper and Tutorial Services.

Charrette Recommendation

Create a task force to review, evaluate and recommend appropriate changes related to: physical barriers and handicapper accessibility; the location of the Handicapper Student Services (HSS) Program, physically and administratively; issues of staffing; adequate office space to provide confidentiality in counseling for HSS; and appropriate study carrels to house the tutorial program.

Rationale/ Strategy

The Handicapper Student Services (HSS) Program presently serves approximately 200 handicapper students per term. In addition to counseling and advising, the program coordinates registration for classes, provides reader/scribe and interpreter services, works directly with faculty to provide information on handicapper students in their classrooms, and communicates with physical plant personnel in terms of equipment and classroom modifications. HSS assesses the student's learning needs to channel services that will increase chances for success in the classroom. HSS staff works with other departments to provide a physically and psychologically barrier-free environment, advocates for the needs of handicapper students, and coordinates services with various community agencies.

The present facilities of Handicapper Student Services are, in many respects, inaccessible. A 1989 HSS survey of its handicapper students indicated a need to advise college officials of still existing physical barriers on campus, such as the inaccessibility of Dart Auditorium. Handicapper considerations have sometimes been overlooked in new LCC construction and remodeling projects.

Further, the physical arrangement of HSS needs to be improved to allow confidential counseling. In addition, space allocated to HSS needs to be expanded to accommodate growth of the program. Also, the current organizational placement, as a program area within the Student Development Services, may not reflect the priority of these services to the College as a whole.

Inadequate space for offices and study carrels also plagues the Student Development Services Tutorial Program. This reduces its

effectiveness in supporting handicapper and other students and caps its growth as well.

The tutorial program through the Center for Student Support provides tutoring for any currently-enrolled LCC student experiencing difficulty in a class. Tutoring is offered on an individual, supplemental instruction, small group basis. About 30 tutors/tutor technicians are employed to handle an estimated 500 requests for services per term. These individuals and the administrative staff share one office. Eight study carrels and a drop-in desk are housed in another office. Tutors often seek space in the hallway to provide their services to students. Additional carrels are a definite need for the program. More space to house the program is essential for the effectiveness of this vital service.

Cross-reference to Appendix item number: 16

2.8 Health Care Activities

Priority Level Three

Goal

Study the need for health service programs for students.

Charrette Recommendation

Conduct an in-depth study of the need for health services at LCC and, if a health services program is deemed appropriate and feasible, design one that will meet the specific needs of the College.

Rationale/ Strategy

LCC does not have organized, professionally-staffed, comprehensive health services, and no division, department or service area is specifically assigned the health service function. The College does, however, provide several low or no-cost services that compare very favorably with other colleges: emergency care, wellness programs, dental care and cardiac/neuro rehabilitation as examples.

In the "Self-Study of Student Personnel 1983," several developmental areas listed touched on aspects of health services, such as "holistic health," community services and outreach, integration of services and health retention. The study brought out the idea that student wellness encompasses physical, emotional and medical aspects in the total health concept. Currently, that concept is dealt with on a piecemeal basis rather than through an organized central system of health service.

When compared to five other Michigan community colleges (Macomb, Delta, Oakland, Schoolcraft and Mott) that have available health services, LCC fails to provide skilled care to moderately ill and injured. If someone is acutely ill or injured, or in need of rehabilitative care, LCC does well. Otherwise, there are no appropriate staff, facility or medical supplies to provide care.

Data accumulated through the January 1990 informal study conducted by the Student Services and Activities Task Force indicate strong student interest in the availability of a health center at LCC — 51 percent said yes, 15 percent no, and the remainder were undecided or did not answer.

LCC enjoys a number of resources that could be organized into a comprehensive health service. Not only is the College proximate to four major acute-care teaching hospitals, it is located within yards of Lansing Fire/EMS. Also, exceptional faculty and students in various health care programs add to the expertise found

on campus. In areas of health service already provided, LCC does well and needs to continue; but in the areas the College does not yet address, an organized professional system of health care delivery needs to be implemented.

Cross-reference to Appendix item number: 17

2.9 Student Activities

Priority Level Three

Goal

Review and evaluate the present student activities program.

Charrette Recommendation

Conduct a review/evaluation of student activities to include operational procedures, and the location of the Student Activities Office. Implement a student leadership program.

Rationale/ Strategy

There is the belief that the present Student Activities Office should be more centrally located with greater visibility and accessibility. Further, its role as a source of student information should be expanded.

A large percentage of activities reach only a small segment of the total LCC student population. Barriers appear to exist that discourage student, faculty and staff participation.

There is a need for expanded student leadership training opportunities, especially for club officers and student committee members.

Cross-reference to Appendix item number: 18

3. STRENGTHENING THE COLLEGE'S FINANCIAL BASE

Introduction

Lansing Community College has a commendable history of maintaining balanced budgets. Unlike commercial enterprises, however, the effectiveness of the College cannot be judged by a profit-loss statement. Nevertheless, the College's financial base must be strong if it is to fulfill its educational mission. It appears the College will face a slowing of revenue increases in the 1990's, thereby suggesting a critical need for additional resources to meet existing commitments and new challenges. In order to effectively meet such coming challenges, the College will need a strong and well-understood allocation process. At the same time, it will need to keep its services affordable. Meeting the challenge of maintaining affordability and excellence will require increased attention to resource development.

Priority Level One:

3.1 Allocation
3.2 Resource Development

Priority Level Two:

3.3 Affordability, Tuition, and Fees

3.1 Allocation

Priority Level One

Goal

Implement a budget process based on strategic planning.

Charrette Recommendation

Predicate the College's budget and allocation process on clearly understood and well-communicated strategic planning. This process should anticipate changes in technology by projecting the availability of sufficient funds for the acquisition, maintenance, repair, and replacement of equipment at the beginning of each fiscal year. The process should also include mechanisms to make comparative judgments so that the allocation process is consistent across the institution and flows logically from strategic planning goals.

Rationale/ Strategy

In order to elicit the support and understanding of the College community, the budget and allocation process must be an integral part of strategic planning that utilizes input from as many pertinent individuals as possible. Similarly, once College allocation priorities are determined, they should be clearly communicated to all employees. Existing measures for evaluating the accountability of courses or programs—such as community need, cost per credit, and job market potential—need to be understood and uniformly used across campus. Integration of strategic planning and budget allocations are especially important in the area of equipment, an area in which operations are typically expensive and complex. As the College moves further into the information age, it will find that to keep pace with the development and utilization of new technology it will have to purchase computer hardware more often. To accommodate this reality, the strategic planning and budgeting processes will have to work in tandem.

Cross-reference to Appendix item numbers: 23, 24, 26, 70

3.2 Resource Development

Priority Level One

Goal Develop strategies to enhance resources.

Charrette Recommendation

Form a Resource Committee to address specific areas of revenue-enhancing possibilities—for example, increase lobbying efforts and actively pursue development monies, grants, and other sources of income. Establish an active LCC alumni association, strategies for financially rewarding entrepreneurial activities by College employees, and a special revenue fund to be utilized as a hard cash match.

Rationale/ Strategy

The College offers the most comprehensive programs and services among the community colleges in the state. Its resource base, however, is insufficient to adequately support the broad program and service offerings. To continue a wide array of offerings, additional emphasis on resource development will be necessary.

Cross-reference to Appendix item numbers: 1, 22

3.3 Affordability, Tuition, and Fees

Priority Level Two

Goal Determine appropriate tuition and fee rates.

Charrette Recommendation

Establish a committee to review the existing tuition and fee structure at the College; then determine the extent appropriate to raise tuition and fees, including registration fees, per term. In considering increases, the College should examine tuition rates and registration and program/course fees at other community colleges of similar size, as well as the fee structure for out-of-district students who do not pay LCC property taxes. Emphasis should continue to focus on affordable education for students.

Rationale/ Strategy

It has been the history of LCC to provide quality education and training services at a relatively low cost. While the College's tuition has risen since 1957, it has remained constant for many years, even during a time when inflation was greatly increasing. LCC's tuition is near the mid-point among Michigan's 29 community colleges. Although the College district encompasses six counties and 15 school districts, only about two-thirds of the student population is within the district and paying LCC property taxes. The College has received excellent support from its district voters, with one of the highest voted millage rates among the state's community colleges; but the relatively small tax base (SEV = state equalized valuation) for the College is the result of a high concentration of government and educational properties which are not taxed. As a portion of the College's financial resources, tuition and fees should, as much as possible, reflect the costs involved in providing services.

Cross-reference to Appendix item numbers: 1, 21

4. STRENGTHENING FACILITIES

Introduction

Issues of concern in the area of facilities and parking deal with the on-going lack of space for every facet of the College. Core issues include the need for additional space, lack of a centralized space-coordination program, insufficient parking, and the need for a student commons or lounge area.

Priority Level One:

4.1 Additional Facilities
4.2 Facility Utilization

Priority Level Two:

4.3 Parking

Priority Level Three:

4.4 Student Commons/Lounge

4.1 Additional Facilities

Priority Level One

Goal

Provide additional facilities for College programs and services.

Charrette Recommendation

Acquire space in addition to the current campus. Build a new "Academic Services Facility" to function as home for library, computer, and media services. Housed within the facility will be technologically supported services (an information place) that operate as a central source of information for college services available on campus and at extension sites. Space is also needed in the following areas listed in priority order: instructional space, student academic support services space, office space and storage space.

Rationale/ Strategy

A shortage of space continues to pervade the College in most areas including classrooms, labs, support services, offices, and storage space. With a student body head count growing from 12,000 to over 20,000 since the 1970s, there has been no major building expansion to meet the demand for increased space.

The library, computer and media facilities are not adequate structurally, spatially and geographically to provide acceptable service to students, faculty and staff. Space limitations have caused services to become fragmented and duplicated in multiple locations. Expansion of some services has been seriously curtailed.

Cross-reference to Appendix item numbers: 31, 32, 35, 68, 69

4.2 Facility Utilization

Priority Level One

Goal

Establish a planning system to coordinate space utilization on campus.

Charrette Recommendation

Establish a comprehensive coordinated space-planning system and conduct a study to address the critical shortage of storage space across campus.

Rationale/ Strategy

A space-planning system would allow the College to effectively manage a valuable resource on this campus. This would permit the scheduling of classes in appropriate locations and provide better utilization of available space.

Some classes meet in space divided only by landscape partitions, making them subject to outside noise. The creation or limitation of specialized labs does not always reflect changing needs.

Many part-time faculty have no assigned offices in which to meet privately with students.

Further, there is a critical shortage of storage space across campus requiring a study of storage needs and a re-evaluation of the process of disposition of equipment and furniture.

Inadequate space for support service areas also exist, including the Student Personnel Services Building, cafeteria, food production laboratory, and student study and lounge areas.

Cross-reference to Appendix item numbers: 30, 31, 32

4.3 Parking

Priority Level Two

Goal

Develop a plan to address both short- and long-term parking needs.

Charrette Recommendation

Plan for present and future parking needs by developing an innovative short-term plan and a long-range strategy to find an additional 2,000 spaces by the mid-1990's. This planning should be done in conjunction with the City of Lansing and the State of Michigan.

Rationale/ Strategy

Parking has been a concern of the College from its beginning. With the needs of the City of Lansing and the current move to downtown Lansing of additional State office workers, solving the parking problem must become a coordinated effort of the City, the State, the College, and the private sector.

Many factors could enhance the development of these plans, including creating a satellite campus, establishing shuttle buses, increasing the number of off-campus section offerings, using strategic class scheduling, developing incentives to ride CATA, eliminating reserved parking except for handicapper spaces, increasing parking fees, and a potential change in the school calendar.

Cross-reference to Appendix item numbers: 28, 29

4.4 Student Commons/Lounge

Priority Level Three

Goal

Create a student study and lounge area on campus.

Charrette Recommendation

Create a new, centralized student commons/lounge facility or area.

Rationale/ Strategy

With an enrollment of over 20,000 students per term and having one of the most heavily used campuses in Michigan, the College faces a critical need for student study and lounge accommodations. This may include exploring the prospect of designating a centralized facility for this purpose, or exploring other options that will provide physical space for students. Space for meeting rooms, informal study, group study, recreation, barrier free restrooms and informal dining should be included.

Cross-reference to Appendix item numbers: 15, 32

5. STRENGTHENING HUMAN RESOURCES AND RELATIONS

Introduction

If a successful organization is to remain in the forefront of innovation, that organization must remain in constant touch not only with the external market it serves, but also with the internal human components that power its mission. A constant review of the quality of life for employees must be given due attention, for the strength of any organization is directly related to the quality, morale and productivity of its personnel.

Priorities Level One:

5.1 Full-time to Part-time Employee Ratio
5.2 Human Resource Development

Priorities Level Two:

5.3 Affirmative Action
5.4 Expanded Employee Recognition Effort
5.5 Personnel Evaluation
5.6 Quality of Worklife and Equity for Part-time Personnel

5.1 Full-time to Part-time Employee Ratio

Priority Level One

Goal

Determine appropriate full- and part-time staffing needs, and modify as needed.

Charrette Recommendation

Assure that an adequate full-time educational work force is maintained or expanded as needed. Develop a strategy to determine which faculty, staff and administrative positions should be full time and develop college-wide procedures and criteria for demonstrating and determining the need for new full- or part-time positions.

Rationale/ Strategy

Problems associated with an over-reliance on part-time employees have been clearly documented by groups both within and outside of the College. For example, in its favorable accreditation review in 1983, the North Central Association expressed concern that some College programs lacked even one full-time faculty member. That situation still exists. LCC is seriously understaffed with respect to full-time employees in most job categories.

The full-time to part-time employee ratio significantly impacts the College's decision-making process. While part-time employees carry a major burden of the work at LCC, they participate minimally in decision making. If a greater number of employees are to participate in the decision-making process, the ratio of full-time to part-time employees must be increased.

Employing more full-time personnel has not appeared to be an institutional priority in the past. And as a result, many part-time faculty and staff will not remain at LCC when the prospect of advancing to full-time status at this institution is consistently bleak. It can be said that there is wide-spread use and abuse of part-time positions at this College, given the fact that many part-time employees work nearly full-time with few benefits and little job security.

A procedure must be established by which LCC can raise its ratio of full-time to part-time employees to a level which is consistent with sound educational and human relations policy.

Cross-reference to Appendix item numbers: 7, 37, 48

5.2 Human Resource Development

Priority Level One

Goal

Expand personnel support and development effort; reorganize the current Personnel Office.

Charrette Recommendation

Convert the Personnel Department to a Human Resource Department (HRD). An expanded and comprehensive employee development and support effort should be spearheaded by this new department. Functions would include, but not be limited to, providing a comprehensive employee orientation, improving employee benefits, engaging in strategic personnel planning, supporting professional development activities, and overseeing the Minority and Cultural Affairs Office. HRD would be responsible for far-reaching employee development and support efforts, which would build on the current professional development opportunities and expand as needed.

Contract negotiations and maintenance functions should not be a responsibility of the new Human Resource Department.

Rationale/ Strategy

If the College is to pursue expanded, comprehensive efforts in employee development, strategic personnel planning, and professional development, it needs an expanded department from which to provide these services. A Human Resource Department provides the organizational base needed to pursue the previously mentioned goals as well as related efforts that will undoubtedly surface in the future.

It is recognized by people both within and outside of the Personnel Department that contract negotiations and maintenance functions need to be separate from personnel planning, professional development, employee orientation and employee benefit functions. This separation will allow the new Human Resource Department to place a higher priority on the latter four items.

Cross-reference to Appendix item numbers: 9, 40, 42, 46, 48

5.3 Affirmative Action

Priority Level Two

Goal Expand affirmative action efforts.

Charrette Recommendation

Separate the current dual position of Affirmative Action Officer/ Professional Development Director and establish one full-time position of Affirmative Action Officer (AAO). In addition to general AAO duties, other responsibilities would include, but not be limited to, the following: maintaining an up-to-date and broader-based listing of minority recruitment sources; establishing and keeping current a Minority Vitae Bank that would solicit and receive applications throughout the year; and serve as a catalyst in reactivating the Affirmative Action Advisory Committee. This position would operate out of the Human Resource Department and oversee an Office of Minority and Cultural Affairs. This office would assist the College in seeking minority applicants for available positions, and provide mandatory professional development programs focusing on ethnic, cultural awareness and diversity issues for LCC employees.

Rationale/ Strategy

The College's Affirmative Action Plan was developed in 1981. Although some strides have been made, there remain in a number of job classifications under-utilization of minority groups. A common complaint heard within the hiring process is the difficulty in finding "qualified minorities." The challenge is to initiate innovative means to recruit in areas where traditional methods have failed or have had little effect. Such innovation is what LCC collectively must be committed to and approach head-on. For these reasons and others, the College should employ a full-time Affirmative Action Officer. LCC employs one person in a dual capacity of Affirmative Action Officer/Professional Development Director. It has been concluded that this individual spends 30-40 percent of the full-time position on affirmative action-related activities. By separating the position, the College would be better able to carry out the purpose and intent of the Affirmative Action Plan and its overall commitment to it.

Cross-reference to Appendix item numbers: 19, 38

5.4 Expanded Employee Recognition Effort

Priority Level Two

Goal

Develop methods for recognizing the contributions of part-time employees.

Charrette Recommendation

Modify the Distinguished Service Award Program and similar programs of individual recognition to include separate awards for part-time employees.

Rationale/ Strategy

Although the College has given the Distinguished Service Award to its employees for the last several years, no part-time employee has ever received it. Service pins are also issued to full-time employees, but not to part-time employees, regardless of tenure. This must be remedied and is a goal that could be met in a relatively short period of time.

Cross-reference to Appendix item numbers: 42, 47

5.5 Personnel Evaluation

Priority Level Two

Goal

Improve evaluation processes for all personnel.

Charrette Recommendation

Revise and strengthen the evaluation process for personnel at all levels. Included in the evaluation process would be new evaluation instruments where needed. Such instruments would be developed by representative committees. Personnel must be evaluated uniformly with input from above and below the level at which the individual is employed.

Rationale/ Strategy

The proposed revision of the evaluation process will promote accountability and improve work performance. Evaluation by employees above and below one's own level enhances communication and encourages appreciation of the other person's perspectives.

Cross-reference to Appendix item number: 8

5.6 Quality of Worklife and Equity for Part-time Personnel

Priority Level Two

Goal

Improve the quality of worklife for all personnel and establish equity for part-time personnel.

Charrette Recommendation

Initiate a quality of worklife effort and conduct a market study encompassing all employee groups to determine appropriate classifications, salaries and incentives for professional growth. As one important factor of employee morale, LCC should commit to the principle of equity — in salary, benefits and working conditions — for all employees and extend to part-time employees on a pro-rated basis the benefits that are available to full-time employees.

Further, the College should institute a Worksite Wellness Program, an Employee Assistance Program, and institute dependent care assistance for its employees.

Rationale/ Strategy

Clearly, LCC has a responsibility to treat its employees fairly and in a manner consistent with standards of respectable and responsible employers of the larger community. Establishing a fair and equitable salary system that rewards employees for professional growth is certainly an important part of the College's responsibility as an employer.

As for the wellness goal, there is evidence that wellness programs can actually save institutions money by reducing absenteeism, promoting on-the-job efficiency, and reducing health care costs. It has become common knowledge that stress, obesity, alcohol/ drug abuse and poor health in general have greatly diminished American productivity. It would seem a false economy not to pursue such programs at LCC.

With the growing number of single-parent and two-career families in the work force, more employees than ever will need assistance to care for children, elderly, or handicapped dependents. While such a program would call for a commitment of resources, it would greatly improve the opportunity for all personnel to participate fully in the life of the College. As it stands, dependent care limits the number of otherwise spare hours employees could spend attending college-wide activities or being a part of College committees.

An employee assistance program that provides access to personal counseling; alcohol and drug rehabilitation; and financial counseling would complement the worksite wellness program.

Cross-reference to Appendix item numbers: 3, 42, 45, 47, 48

6. STRENGTHENING COMMUNITY TIES

Introduction

The College is committed to a partnership with community, students, faculty and staff. LCC endorses close cooperation with business, industry, labor, government, community agencies, and education institutions. LCC is also committed to networking resources to better meet the needs of the community.

Priority Level One:

6.1 Distance Learning

Priority Level Two:

6.2 Fee for Service, Education, and Training
6.3 Incentives for Community and Client Services
6.4 Linkages and Networks

6.1 Distance Learning

Priority Level One

Goal

Increase off-campus learning opportunities for students through long-term planning and additional support services.

Charrette Recommendation

An advisory committee consisting of College personnel, continuing education directors, and community representatives should be formed to provide direction and long-term planning for the LCC Continuing Education Office. It should explore the concepts of "cluster campuses" to provide complete degree programs and improve continuity in course offerings. Further, it should address scheduling, marketing, and communication across divisions and the community; and investigate new technologies as vehicles for providing computer-assisted orientation, assessment, progress monitoring, counseling, and improved instruction to learning center students.

Rationale/ Strategy

The advisory committee would provide the long-range planning and two-way communication channels necessary among the College and the learning centers to coordinate innovative changes, such as the formation of cluster campuses, and to investigate use of new technologies to improve services and instruction for off-campus learners. LCC offerings at the learning centers are based on a term-to-term demand. Complete certificate and degree programs are not offered. Services such as orientation, basic skills assessment, counseling, academic monitoring, and evaluation services are not easily available to students enrolled at the learning centers. As enrollment has expanded, it has become increasingly evident that a fragmented approach has deprived distance learners of essential services and opportunities.

The advisory committee would be responsible for the long-range planning required to investigate and implement new technologies capable of providing orientation, basic skills assessment, academic monitoring, counseling, instructional innovation, and additional College services through electronic media to the learning center students. Implementing these services through electronic media would avoid personnel and travel costs and would allow the College to utilize the professional skills of limited advising and counseling staff in capacities which would offer maximum benefits to the students.

Combining long-range planning with the formation of cluster campuses would serve as an assurance to students that all the

requirements for specified degrees, certificates, or programs would be offered at one of the learning centers within a cluster group over a stated span of time. Planning, programming, and marketing offerings through a cluster approach would make it possible to eliminate duplication at separate learning centers and would encourage students to utilize a cluster campus to pursue their educational goals. The aggressive marketing and success of the cluster campus concept also would provide a partial solution to the lack of sufficient parking and classrooms facilities at the on-campus site. In addition, while it may not be economically or logistically feasible to provide support services (counseling, assessment, etc.) to each of the 29 learning centers, scheduled visitations to each cluster campus might be a more realistic possibility.

Cross-reference to Appendix item numbers: 51, 53, 55, 56, 57, 59, 60, 61, 68, 69, 71

6.2 Fee for Service, Education, and Training

Priority Level Two

Goal

Expand fee for service, education, and training activities.

Charrette Recommendation

Expand external education service to government, businesses, industries, and service organizations. Appoint a committee to examine the structure of external education and training services and make recommendations to foster cooperation by delineating responsibility for recruiting, marketing plan development, and delivery of training.

Rationale/ Strategy

A primary mission of the College is to service the community's education and training needs.

LCC has a long history of serving the community with a variety of customized educational services. A major College goal is to "develop and offer specialized training through consultative relationships with business, labor, industry and government" and provide programs and activities that enhance the community's cultural life and economic well-being. Job training and retraining is necessary for the community's economic health. Continued involvement is indicated because it meets the College mission of continually upgrading the work force.

Fee for service, education, and training is defined as "services, activities or training provided to a requesting person or organization which are above and beyond the normally scheduled classes or services of the institution, and are provided with an agreed upon time, place, content, and contract fee." Services include academic programs, altered regular courses delivered on or off campus, assessments, consulting, counseling, customized training, seminars, and testing. Areas providing services are diverse and include: Academic Enrichment Services, Accounting and Computer Academic Programs, Aviation Technology, Business Development Service, Communication, Computer Integrated Manufacturing, Criminal Justice and Law Systems, Health Careers, International Programs, Mathematics and Computer Science, Media, Office Systems, Aging Education, and Student Development Services.

Such services are necessary because specific training may not be easily acquired through the traditional classroom courses. To bridge the gap between traditional degree programs and

community training needs, LCC has responded with a variety of services.

According to the results of a questionnaire distributed to programs within the College, 20 programs reported they provided external education service to the community. All of those responding indicated more needs in their specific program areas.

Community support for fee for service education and training is indicated by the results of a survey to 16 businesses and service agencies. All survey respondents indicated they were "satisfied" or "very satisfied" with the training and services provided, especially for flexibility, customized training for company-specific needs, quality of people and instruction, and reasonable price. When asked what the College could do to provide further services, most often it was suggested that LCC continue what it is doing.

Cross-reference to Appendix item numbers: 65, 66, 67

6.3 Incentives for Community and Client Services

Priority Level Two

Goal

Increase incentives for providing special services to meet community and industry needs.

Charrette Recommendation

Provide financial and other incentives, and motivation for developing and delivering special services to meet community/industry needs. Provide resources to expand services in areas where demand is not being met.

Rationale/ Strategy

External education services are provided by the College to government, businesses, industries, health care agencies, and service organizations. Programs and departments providing such services would be encouraged by receiving some portion of revenue, obtained through course and training fees, to use as "seed" money.

A program survey and telephone survey indicated active involvement by many departments in providing additional project services. A majority of program questionnaires results indicated the lack of faculty, staff, funding or facilities as reasons for limiting the development and delivery of additional services to the community.

There is lack of reward for successful development of new offerings or for increasing the revenue generated by a program. If a program expands and generates substantial credits and revenue, it should be rewarded with supplemental funds to cover the activity rather than being required to use funds from other sources.

Cross-reference to Appendix item numbers: 25, 65, 66, 67

6.4 Linkages and Networks

Priority Level Two

Goal

Develop and maintain appropriate linkages and networks.

Charrette Recommendation

Foster linkages and networks that include affiliations with local school districts (K-12), colleges and universities, professional associations, businesses, industries, government, service organizations, health care agencies and international programs.

Rationale/ Strategy

LCC should continue its networking by providing facilities for classes already in place, for example vocational education classes, and Gifted and Talented Saturday School, which develop a base for future student recruitment efforts.

The College should strengthen its relationships with other colleges and universities and be open to sharing our exceptional programs. Also, it should develop programs to better enable our students to complete four-year degrees and to minimize loss of credits when moving from college to college.

The College should provide support for personnel to belong to, and participate in, professional associations to facilitate the maintenance of professional state-of-the-art knowledge in all fields. Encourage the availability of funds for travel to conferences to remain current and develop knowledge resources. In rapidly changing, technologically oriented work, professional associations provide information on trends, innovations, and techniques that will keep Lansing Community College instruction in the leadership role.

Business, industry, service organizations, government, and health care agencies are clients of LCC services and provide employment for graduates. They also provide information that directs future educational efforts.

In preparation for a global economy, LCC should foster an international perspective through programs, curriculum, and faculty/ staff exchanges.

Cross-reference to Appendix item numbers: 34, 59, 60, 61, 62, 63, 64, 71

7. STRENGTHENING LEADERSHIP INITIATIVES

Introduction

There are several issues that need to be integrated on a daily basis into all departments and divisions of the College. Each of these issues will require the involvement of personnel from all work groups and will require a commitment from the College's leadership team if the College is to be strong in its effort to promote institutional excellence and fulfill its educational mission.

Priority Level One:

7.1 Commitment to Diversity

Priorities Level Two:

7.2 Institutional Research
7.3 Internal Communication

Priority Level Three:

7.4 Academic Calendar
7.5 Environmental Concerns
7.6 International Activities

7.1 Commitment to Diversity

Priority Level One

Goal

Make a commitment to multicultural diversity at the highest level of the College.

Charrette Recommendation

The College's mission statement should be expanded to include a statement of commitment to multicultural diversity.

Rationale/ Strategy

Minority enrollment comprises approximately 10.7 percent of the student population of LCC, according to fall 1989 enrollment statistics. Though increased efforts have been made in recent years to recruit minority students, improvement is needed. Programs such as Project Stay and Project 60+ work with students in the area of retention and involve some minority students, but there is no area that specifically addresses the larger concern of minority retention.

The changing demographic and economic characteristics of the American family will continue to change the student body at LCC. An older, economically, and ethnically diverse population will emerge. These students will have goals for economic success but will face barriers such as eldercare and child care, inadequate preparation, and limited resources. Affordable, sound educational policies, and programs must be developed to respond to these needs.

The College has a mission statement that elaborates on a number of institutional commitments. It does not, however, include a statement of commitment in support of multicultural diversity, which is woven into the fabric of affirmative action.

Cross-reference to Appendix item numbers: 3, 4, 19, 43, 62, 63, 64

7.2 Institutional Research

Priority Level Two

Goal

Create an Office of Institutional Research to gather and evaluate information about the College.

Charrette Recommendation

Establish an Office of Institutional Research and Evaluation at the executive level to gather and evaluate data for institution-wide policy making purposes related to matriculation activities and to assist programs and divisions in conducting course curriculum and program reviews, outcome studies, and evaluation of success in meeting goals. In addition, the College should gather and share information on the performance of learners enrolled in LCC courses that utilize non-traditional instructional methods.

Rationale/ Strategy

An Office of Institutional Research would help centralize and coordinate the gathering and distribution of data within the College. A research information system will support and effect good decisions. The College must enhance its ability to identify students' needs, abilities, and educational goals so it can best determine the programs, instruction, and other assistance it must provide to enhance success. This is the first step in meeting the College's stated major goals for quality and relevant education; providing appropriate matriculation services to the student; and establishing the type of developmental programs students need to achieve necessary skills for today's world.

A capacity to conduct institutional research and evaluation based on the data yielded by matriculation is central to the whole concept. Colleges need to know whether the matriculation process does indeed significantly improve students' chances for attaining desirable educational objectives. They need to know whether their remedial offerings are building students' skills and whether more frequent and directive counseling and advisement yields greater retention. A component to evaluate matriculation effectiveness is essential.

Cross-reference to Appendix item numbers: 12, 41, 54, 71

7.3 Internal Communication

Priority Level Two

Goal

Increase the College's commitment to internal communication.

Charrette Recommendation

Improve internal communication by fostering and reinforcing ethical communication at every level through leadership, study, training, and emphasis on individual and collective accountability. The College needs to prepare for its evolving internal communication activities by enhancing the current communication distribution mediums. A central source of information for college services available on campus and at learning centers is needed to allow easy access for faculty and staff.

Rationale/ Strategy

If LCC is to grow stronger in terms of communication, then it must emphasize at all levels of operation the need for effective, efficient, undistorted, and timely exchange of information. Internal communication must flow both up and down within the College and even diagonally, according to the requirements of each situation. Proper selection of media and format are important to its effectiveness. Enhanced capabilities of the College's voice, data, and video communication networks will provide for the timely dissemination of information across the campus in addition to the new forms of communication that will be available. Information about available College resources is not always easy to find. Many faculty and staff members as well as students are unaware of the library, computer, media, and other services that are available to them.

Cross-reference to Appendix item numbers: 39, 68, 69

7.4 Academic Calendar

Priority Level Three

Goal

Evaluate the College's current calendar system with a commitment to maintain flexibility.

Charrette Recommendation

Consider revisting LCC's academic calendar to the semester system. Regardless of academic calendar, maintain maximum scheduling flexibility, reinstitute the final exam week, and restrict late registration to drops and adds by currently enrolled students only. If a calendar revision is made, there must be resources such as release time provided to implement the change.

Rationale/ Strategy

A final exam week would permit larger time blocks for examinations and the possibility of uniform exams, as well as increased study time for students. Unrestricted late registration disrupts the teaching/learning process. Because LCC is almost alone in Michigan in retaining the term calendar, a review of that calendar is timely. A change to the semester system would probably benefit a portion of the student body — for example, guest students and transfer students, but its effects on the entire college community should be considered.

Cross-reference to Appendix item number: 11

7.5 Environmental Concerns

Priority Level Three

Goal

Provide leadership in the management and development of an environmentally sound campus.

Rationale/ Strategy

Create awareness of environmental problems and act affirmatively to preserve the environment. Work towards becoming an example for environmentally sound development and management. Evaluate current College policies and procedures as to how they impact the environment. Demonstrate leadership in the preservation of our environment by reducing campus waste through recycling and source reduction.

The College has a long-time commitment to lifelong wellness and the quality of life improvement. Introduction of the College-wide Clean Air Policy was a positive step with respect to improving the workplace environment. Environmental issues such as air quality, water and energy use reduction, well-considered procurement policies, caution in pesticide use, and improvement of the workplace environment all affect the campus population and its neighbors. Study and action in each of these areas could improve the campus environment.

Recycling is not only a good idea environmentally, but is also good economically. The cost of waste disposal is increasing at a rapid rate. The less waste from the College being placed in landfills, the less money spent on waste removal. Recycling programs are being developed by governmental agencies, campuses and universities, and private industry across the country as a means of reducing waste and saving money. Recycling performs other functions such as increasing community landfill longevity and saving natural resources and vast quantities of energy. Examples of source reduction include reducing the amount of paper work required on campus, printing two-sided copies, and using electronic mail and messaging facilities.

7.6 International Activities

Priority Level Three

Goal

Promote a global perspective in the College's programs and activities.

Charrette Recommendation

Integrate international education and global perspectives in the curriculum by developing partnerships with other community colleges, business and industry, community and state government; and creating cultural awareness programs on campus. Create an international program advisory committee to provide long-term planning and direction.

Rationale/ Strategy

The United States of America is an interdependent nation. More and more international organizations are investing heavily in American companies, and many firms are locating branch offices across the United States.

Americans' jobs are becoming dependent on how well a company does in the intense competition of the international arena. Community members or businesses need to be internationalized to keep pace with a world which is growing smaller every day, and community colleges are charged with serving their communities' needs.

Community colleges offer a great deal of flexibility where changing societal needs are concerned. Likewise, they provide access to individuals who require updated job skills including individuals from developing countries. Students must be given a broader perspective of the relative position of the United States in the world. They must develop critical reasoning skills based on a new set of guidelines.

Although not all courses appear to relate to the international sector, each course could develop an international perspective which shows how things are approached in other cultures.

Cross-reference to Appendix item numbers: 62, 63, 64

GLOSSARY

Academic Monitoring - Continuous or periodic review of student progress.

At-Risk Students - Students who may have financial, academic, or social difficulties which interfere with their ability to succeed in college.

Basic Skills Assessment - Measurement, oftentimes through standardized tests, of educational achievement levels especially in reading, English composition, mathematics, science. May also include critical thinking, problem solving, listening, speaking, and areas of technology.

Charrette - Intensive critique, discussion, and planning session.

Common Core - A limited selection of courses considered an essential foundation for personal, academic, and professional competencies.

Counseling - Professional assistance to students whose problems may be both personal and academic. Areas of advising include curriculum, course selection, and career planning.

Critical Thinking - The ability to define problems, select information, recognize assumptions, draw valid conclusions, and evaluate decisions.

Cross-Curricular Competencies - Skills needed for employability and adequate performance in a diverse job market, as well as for transfer to a senior college or university.

Dependent Care Assistance - Direct or indirect resources or services provided to those with family members who are temporarily or personally unable to function satisfactorily without the aid or supervision of another. Usually encompasses child care, eldercare and care for family members with a handicapping condition.

Discipline - A branch of knowledge or of teaching; a specific academic subdivision within the College.

Diversity (also multi-cultural or cultural diversity) - Gender, ethnic, cultural, and socioeconomic differences.

Electronic Mail - Mail sent and received via computer.

Employee Assistance Program - Service that would provide access to personal counseling, alcohol and drug rehabilitation, and financial advising for LCC personnel.

Exit Competencies - Standards of mastery, usually in basic skill areas, considered mandatory for acquiring a certificate or degree.

External Education Services - Services, activities or training away from the main campus.

Fee for Service - In the context of education and training, a method by which employers or other sponsors are able to obtain specialized programs and services for their employees and clients for an agreed upon fee.

Homework Package - A report completed in Winter 1990, by ten strategic planning task forces at LCC. It preceded the Charrette and this document.

HSS - Acronym for Handicapper Student Services

Instructional Design - Development of educational programs and courses, especially with attention to innovative strategies, creative approaches, and advanced technologies.

Learning Centers - Commonly referred to as "extension centers." These are sites away from the main campus where LCC classes are routinely offered and delivered in cooperation with the local communities.

Matriculation - Used here to mean, process which brings a college and a student into an agreement for the purpose of realizing the student's educational objectives. The process includes, but is not limited to, recruitment, orientation, skills assessment, and advising and tracking activities.

PAASS - Acronym for Program of Assessment and Advising for Student Success.

Procurement Policies - Guidelines/rules established to determine acquisition of equipment and supplies for College operation. Frequently used in reference to affirmative action efforts made by purchasing offices vis-a-vis minority and female-owned suppliers.

Project 60+ - A counseling and academic support program which assists disadvantaged students.

Project Stay - An intrusive counseling program for financial and recipients who are in academic difficulty.

Service Area - A circle with a circumference of 40 miles around LCC in which classes are regularly offered. The College's "district," on the other hand, is comprised of its fifteen constitutent school districts, which pay property taxes in support of the College.

Sister Colleges - Colleges in other states and nations with written agreements with LCC for exchange of ideas, faculty, and staff.

Special Populations - Groups that may require specialized or additional academic or support services to assist them in achieving academic and career success. Examples of special populations might include handicappers, limited English speaking populations, academically disadvantaged and economically disadvantaged students.

S.T.A.R.T. - Acronym for Student Testing, Advising and Registration Time; specific days set aside to help new students.

APPENDIX

SUMMARY OF RECOMMENDATIONS OF STRATEGIC PLANNING TASK FORCES

[From *Homework Package*, Winter, 1990]

Task Force #1

Local, State and National Trends, District Demographics

1. Keep the cost of attending the college relatively low and therefore affordable for most students, which may require finding new sources of funding (such as redistricting and increased endowments) and developing continuous partnerships with business, industry, government, four-year colleges, community organizations, and K-12 education.

2. Assure that students are provided adequate skills to succeed in the work force, which will involve expanding basic skills to include behavioral, technological and academic skills, providing an ongoing review of every program to assure that training and education are meeting the needs of the market place, and being accountable to students and employers by guaranteeing the effectiveness of the educational product. This will require careful assessment of the educational needs and goals of every student.

3. Emphasize a student-centered approach to education, which will involve valuing the diversity of the student body through curriculum changes and cultural activities, recruiting diverse personnel to provide role models, providing adequate support services such as child care and counseling, adapting course delivery to student needs, and offering continuous training and retraining opportunities with an emphasis on lifelong learning.

Task Force #2

Academic Affairs/Instructional Programs

4. Revise, discuss, and clarify LCC's mission and goals utilizing an open process involving all elements of the college community.

5. Adopt the basic skills assessment program which was outlined in the Basic Skills Assessment Committee Report and implement the seven recommendations from that report. Establish minimum graduation standards in reading, writing, and computational skills for all degree and certificate recipients.

6. Require a common core of general education courses for all students seeking a certificate or degree. Establish a college-wide committee representing all degree and certificate-granting divisions to develop such a general education core.

7. Make a commitment to building a larger full-time educational work force the College's highest financial priority. The College should mandate each program to conduct appropriate studies related to part-time issues, resulting in establishment of target ratios which the College will strive to meet within five years.

8. Revise and strengthen the evaluation process for faculty and academic administrators, with new evaluation instruments, where needed, developed by representative committees. Faculty and academic administrators must be evaluated uniformly with input from above and below.

9. Institute a consistent process of providing orientation for new faculty. Supervision, peer support, and teaching support services must be provided to all faculty (full-time and part-time) whether assigned on campus or off.

10. Create the position of chief administrator of academic affairs and instruction, and establish mechanisms to ensure communication throughout the College on academic issues. Specifically, appoint a representative advisory committee to communicate directly with this office and a college-wide group to study the issue of duplication of courses.

11. Consider revising LCC's academic calendar to the semester system. Reinstitute the final exam week regardless of academic calendar, and restrict late registration to drops and adds by currently enrolled students only. If a calendar revision is made, there must be resources, such as release time, provided to implement the change.

12. Establish an Office of Institutional Research and Evaluation. This office would assist programs and divisions in conducting curriculum and program reviews, outcomes studies, and evaluations of success in meeting goals.

Task Force #3

Student Services and Activities

13. Achieve a short-term goal of establishing a central clearinghouse for child care services and resources, and, implement a long-term goal of establishing an on-site quality child care program with the aid and expertise of local resources to ensure compliance with local and state regulations. The proposed center could also serve as a child development laboratory for integrating academic programs.

14. Enhance the student information system by strengthening the peer advising system, developing a telephone information system, and making college publications more accessible to students.

15. Create a new centralized "student union" area/facility.

16. Create a task force to review, evaluate and recommend appropriate changes related to: physical barriers and handicapper accessibility; the location of the Handicapper Student Services Program, physically and administratively; issues of staffing; adequate office space where confidential concerns can be discussed and adequate office space and study carrells to house the tutorial program.

17. Study the need for health services at Lansing Community College in depth, and, if a health services program is deemed appropriate and feasible, design one that will meet the specific needs of the college.

18. Conduct a review/evaluation of student activities to include operational procedures, and the location of the Student Activities Office; and implement a potential leadership program.

19. Establish a Minority Student Affairs Office; encourage the celebration of events of importance to different ethnic groups; support recruitment and retention efforts on behalf of minority students. Seek out minority applicants for available positions; develop a mandatory course on cultural diversity for students working toward certificate and associate degree programs and mandatory professional development programs focusing on ethnic awareness/diversity issues for Lansing Community College employees.

20. Study the ratio of students to counselors.

Task Force #4

Finance and Resource Development

21. Establish a Committee to review the existing tuition and fee structure.

22. Form a Resource Committee to address the following areas as well as any other future revenue enhancing possibilities. This committee would: increase lobbying of various publics, to ensure that the college obtains its fair share of resources; explore the establishment of an LCC alumni association; increase institutional research capability, including better tracking of students (from entry to matriculation), graduates (transfer and non-transfer), job placement and retention, and data to support matching fund grants and performance-based training contracts; develop and implement a strategy of actively pursuing development money, grants, and other sources of external funding, while also promoting strategies in which college employees are encouraged to engage in entrepreneurial pursuits in which the employee, the employee's department and the college all share in the rewards, financial and otherwise; and establish a "Special Revenue Fund" (hard cash match) to facilitate "leveraging" efforts, thus enhancing the College's ability to obtain greater support through external funding.

23. Predicate the budget and allocation process on clearly understood and well communicated strategic planning.

24. Establish mechanisms to make comparative judgments that are consistent across the institution about programs and courses.

25. Provide greater incentive and motivation to develop special services to meet community and industry needs.

26. Develop a plan for equipment purchases that is based upon institutional priorities and that is merged into the annual allocation process at the beginning of the fiscal year.

27. Carefully evaluate the issue or perception of duplication among divisions.

Task Force #5
Facilities and Parking

28. Develop a strategy to find an additional 2,000 parking spaces by the mid 1990s. Coordinate effort between the City of Lansing, the State of Michigan, the College and the private sector.

29. Develop innovative ways to solve the parking problem, including an additional parking ramp, creation of a satellite campus, establishment of shuttle buses, increasing the number of off-campus section offerings, use of strategic class scheduling, development of incentives to ride CATA, elimination of reserved parking except for handicapper spaces, and increasing parking fees to help offset additional parking expenses.

30. Establish a centralized space coordination system to better meet the demand for space, until future facilities can be planned and built. Such a system would: end late registration before the start of class with the exception of drops and adds for enrolled students; create, limit or shift specialized areas (labs, shops, open computer labs and study areas) as the needs for these types of facilities change, grow, or decrease in demand; assign part-time office space and hours to coincide with teaching schedules and reduce the demand during peak hours.

31. Conduct a study to address the critical shortage of storage space across campus. The study must determine: how to best use current storage space, what types of storage are needed, and how to best meet additional demands. Re-evaluate the process for disposition of equipment and furniture not in use.

32. Confront additional facilities concerns stemming from: programs that have been permanently "split up" across campus or in off-campus locations, making it very difficult for efficient operation; need for space to accommodate confidential teacher/student meetings and counseling; need for handicapper accessibility to all College areas; need for a facility designed to accommodate large scenery and props used in the Theater/Performing Arts Program; overcrowded conditions in the support service areas including telecommunications, libraries, cafeteria, Student Personnel Services, and lounge and study areas; and need to re-evaluate existing food production laboratory to re-establish programs lost in Phase I construction changes.

33. Determine if a maximum size enrollment (a "cap") is desirable and if present programs, courses and offices are operating efficiently before determining future facilities alternatives.

34. Work with area school districts and various colleges to become the driving force in education in mid-Michigan.

35. Develop facilities in addition to the current campus.

Task Force #6

College Organization, Staffing, Affirmative Action, and Communications

36. Provide for an Office of Academic Affairs responsible for the academic and vocational offerings of the College, which will review the divisional structure and course offerings - with particular emphasis on eliminating duplication of services.

37. Increase significantly the full-time/part-time employee ratios at LCC. A strategy must be developed to determine which faculty, staff and administrative positions should be made full-time, and to develop standard college-wide procedures and criteria for demonstrating and determining the need for any new full or part-time positions.

38. Separate the current dual position of Affirmative Action Officer/Professional Development Director and establish one full-time position of Affirmative Action Officer (AAO). The AAO would: maintain a current and broader based listing of minority recruitment sources; establish a Minority Vitae Bank that would solicit and receive applications throughout the year; serve as a catalyst in reactivating the Affirmative Action Advisory Committee.

39. Improve internal communication by fostering and reinforcing ethical communication at every level through leadership, study, training and emphasis on individual and collective accountability.

40. Convert the present Personnel Department to a Human Resources Department which would include but not be limited to the following functions: strategic staff planning, professional development, employee orientation and employee benefits. Contract negotiations and maintenance functions should not be a function of this Human Resource Department.

41. Consolidate the College's research, planning, and grant writing activities into an Office of Research, Planning and Development.

42. Extend to part-time employees on a pro-rated basis the same college-paid benefits that are presently available to full-time employees. Modify the Distinguished Service Awards Program and other programs of individual recognition to include separate awards for part-time employees.

43. Expand the College's Mission and Goals to include a statement of commitment to multi-cultural diversity.

44. Develop an Office of Minority and Cultural Affairs as well as strengthen other components of the College responsible for overall student services, activities and support.

45. Conduct a market study encompassing all employee groups to determine appropriate classifications, salaries and incentives for professional growth.

Task Force #7

Staff Development and Quality of Life Task Force

46. Launch an expanded and comprehensive Employee Development effort. The college should: create an orientation program for all new employees; ensure that employees remain abreast of developments in their disciplines or jobs, and that newer employees receive the benefit of the experience and expertise already in place at the College; launch college-wide programs in Writing Across the Curriculum and Critical Thinking, and put in place a development program for faculty, advisors, and support staff in order to adopt the Program of Assessment and Advisement for Student Success (PAASS) program recommended by the Basic Skills Assessment Committee.

47. Initiate a Quality of Worklife effort to create a healthier, happier, more stable and more productive work force. The college should make all employees eligible for recognition programs; organize staff activities; institute a Worksite Wellness Program; and institute dependent care assistance.

48. Commit to the principle of equity—in compensation, benefits, and working conditions—for all employees. The college should provide equity in salary and benefits to all employees; institute a flexible benefits program for all employees; and increase the number of full-time employees as expeditiously as fiscal prudence allows.

Task Force #8

Recruitment Orientation, Skills Assessment, and Advising and Tracking

49. Enhance student success by establishing college-wide consistency in skills assessment and advising by doing the following: Require that each entering student be advised and an education goal be established; develop a system for assessing basic skill levels for all new and returning students; establish basic skill prerequisites for college courses in reading, writing and mathematics; expand prescriptive placement of students in courses; require follow-up advising sessions at specified points in each student's academic career.

50. Establish and assess critical thinking, problem solving, interpersonal communication, and other skills important to employability early in our students' programs of study.

51. Dedicate funds to provide adequate personnel, facilities, and computer systems for improving matriculation and enrollment management activities both on-campus and off-campus so that the college can serve more students including minority, handicapped and other special populations.

52. Increase the availability of orientation programs of varying lengths and at varying times for new and re-entering students. Include instruction in college survival skills and presentations on the variety of college services available.

53. Monitor student performance and course selection through development of a computer-based tracking system. Computer management systems should also be enhanced and/or implemented in basic skills courses to improve student tracking for early intervention when students are not succeeding, and to collect and examine enrollment data on students repeating courses.

54. Develop an institutional research office and staff at the executive level to gather and evaluate data for institution-wide policy making purposes related to matriculation activities.

55. Make available to counselors and other appropriate staff student information including transfer data, records of past student advisement, previously identified student goals, listing of basic skills assessment levels, specific placement instruments, and/or career guidance assessments administered to the student. This will require a computer-assisted counseling support system and increased training for all affected personnel both on-campus and off-campus.

56. Integrate into LCC computer systems new technologies such as interactive video, voice synthesizers, computer simulations, touch-screen programs, and distance learning technologies.

57. Expand and improve our instructional support in the off-campus learning centers, especially in relation to student assessment, advising, and remediation.

58. Examine the issue of exit skills assessment as it relates to the Governor's quality assurance request to higher education institutions in Michigan.

Task Force #9

External Education and Training, Learning Centers, International Education, and Entrepreneurial Programs.

59. Form an Advisory Committee to provide direction and long term planning for the Continuing Education Office.

60. Form smaller Learning Centers in close proximity to one another into "cluster campuses". Market the cluster concept as an avenue for off-campus students to obtain degrees, complete programs, and obtain the same support services available on campus.

61. Expand the President's Council to include the Director of Continuing Education.

62. Appoint a person directly responsible to the appropriate authority in the executive office, such as the executive vice president, to set up, organize and administer an international activities coordination office.

63. Encourage faculty to broaden their global awareness and provide an international perspective to curriculum.

64. Provide foreign study opportunities abroad at a reasonable cost.

65. Continue and expand External Education Services, in order to meet the college mission of continual upgrading of the work force.

66. Indicate direction and support for involvement in External Education Services through the college mission statement, through providing resources to expand services in areas where demands cannot be met, and through providing financial incentives to programs to provide services.

67. Appoint a committee to examine the structure of External Education Services and make recommendations to foster cooperation by delineating responsibility for recruiting, marketing, and delivery of training.

Task Force #10

Delivery of Library Services, Telecommunications, Computer Services, Instructional Media Services, and Instructional Technology

68. Build a new "Academic Services Facility" to function as a "home" for the library, computer and media service areas.

69. Create an "Information Place" that operates as a central source of information for College services available on campus and at extension sites.

70. Develop and implement a comprehensive plan that: establishes a budgeting process that anticipates changes in technology by projecting the availability of sufficient funds for the acquisition, maintenance, repair and replacement of equipment; specifies the architectural design, equipment and cabling needed to prepare the College for its evolving internal and external communication activities including the interconnection of its electronic systems.

71. Form a standing committee on instructional technology composed of faculty, staff and administrators who have demonstrated a commitment to the development and use of non-traditional teaching methods. It would: create a "clearinghouse" on instructional technology to serve as a resource for personnel interested in the use and effectiveness of non-traditional instructional methods; work closely with colleagues interested in acquiring skills in the area of instructional technology; gather and share information on the performance of learners enrolled in LCC courses that utilize non-traditional instructional methods; and organize a group of employees capable of offering technical support for the development of non-traditional instructional technology projects.

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